

# **Performance Fundamentals II**

## **MUJS 1132.507**

Course Policies, Spring 2017

M/W 2:00 – 2:50 p.m., Rm. 263 (Lab East)

Jennifer Barnes and Justin Binek, Instructors

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### **COURSE PHILOSOPHY**

The purpose of this course is to develop the performance skills and knowledge of the successful jazz vocalist. It is a continuation of the material of Performance Fundamentals I and is preparation for the demands of the Improv and Vocal Jazz Techniques sequences. Consistent, specific practice is emphasized in order to cultivate strong habits of self-motivated study.

### **COURSE OBJECTIVES**

Through this course, students will improve their proficiency with and knowledge of:

- Aural skills
- Piano skills
- Improvisation
- Standard repertoire
- Transcription
- Vocal jazz history
- Solo arranging

### **PREREQUISITES**

Before enrolling in this course, students must have completed the following courses with an average of 3.0 or better:

- Performance Fundamentals

## **COURSE ACTIVITIES**

Activities in this course include, but are not limited to:

- Familiarity and use of iReal Pro software
- Familiarity with microphone technique
- Development of repertoire knowledge
- Development of stylistic knowledge
- Development of improvisational skill
- Development of piano skill, particularly bossa nova

## **CALENDAR**

Wed 1/18	Class Intro/Syllabus/iReal Pro
Mon 1/23	Mic technique/EQ/hearing and adjusting sound Discussion on buying own mic (demonstrate examples)
Wed 1/25	Performance of swing tune of choice Focus on sound and delivery Required: lead sheet in correct key
Mon 1/20	Blues listening/lecture day Assignment: write a blues head
Wed 2/1	Performance of blues head (and critique)
Mon 2/6	All of Me – discussion of root motion and guide tone lines Melodic variance as solo development Worthwhile licks and patterns
Wed 2/8	Perform – root motion, guide tone lines Perform – melodic variation scat solo Listening assignment: 3 different instrumental jazz recordings
Mon 2/13	Perform – arpeggiation of AOM chord changes Discussion – writing out ideas to suit specific spots Assignment due: comparison/contrast of instrumental recordings
Wed 2/15	Perform All of Me – use the concepts introduced Assignment: select the non-jazz tune of their choice JBs approve over weekend

- Mon 2/20      Lecture on creation of lead sheet  
Differences in jazz and pop terminology  
Listen to examples
- Wed 2/22      Lead sheets due (draft 1), lead sheet workshopping
- Mon 2/27      Lead sheet workshopping, also Bossa Nova piano introduction
- Wed 3/1        Performance of non-jazz-turned-jazz tune
- Wed 3/6        Bossa Nova piano continued  
Demonstration of hard changes in swing done in bossa
- Wed 3/9        Bossa Nova piano performance day, also sing over changes

#### SPRING BREAK

- Mon 3/22      Intro to rhythm changes – lecture/listening/goal-note concept
- Wed 3/24      Sing guide tone lines  
Discussion: 4-note patterns in the A sections  
Discussion: longer lines over bridge (sequencing 4x)
- Mon 3/29      Sing 4-note patterns over the A sections with sequences on bridge  
Discussion: quoting (elaboration on contrafact?)  
Assignment: choose contrafact head
- Wed 3/31      Performance: contrafact  
Introduce mixing in long note values (Anita O'Day)
- Mon 4/5        Performance: final rhythm changes
- Wed 4/7        Introduce “stylistic meat grinder” concept  
Sing example in class  
Assignment: select jazz standard (JBs must approve)
- Mon 4/12      Turn in a sheet that lists tune, styles, and rankings out of 10  
Students select the groove that is not the original groove  
Workshop concepts and ideas
- Wed 4/14      Performance day, lead sheet vital
- Mon 4/19      Discussion: intros and endings  
Assignment: recognition on Blackboard

- Wed 4/21      Specific intros: ATTYA, Miles Blackbird, Corcovado, Wave, etc.  
Ballad phrasing and melodic approaches  
Assignment: choose a ballad to present and specify intro/ending
- Mon 4/26      Half-class debrief: Sara Gazarek and Josh Nelson  
More ballad phrasing and melodic approaches
- Wed 4/28      Ballad performance
- Mon 5/3        Final prep with demonstration
- Wed 5/5        Jam Session

#### **FINALS WEEK**

Final Project: 10-minute presentation (with multimedia) on a historically important singer, focusing on musical aspects and significant recordings, followed by a performance of a tune in the style of that performer – chosen by the JBs

#### **GRADING POLICY**

- 60%    Daily assignments
- 30%    Final project
- 10%    Daily participation/engagement/critique

#### **ATTENDANCE POLICY**

Class will begin precisely as scheduled. Be on time; be prepared; be professional.

Absences will only be considered excused if they have been cleared in advance, or if you have notified either Jennifer or Justin before 9 a.m. that day. Sufficient notification entails contacting directly either in person, by phone, or e-mail. Repeated illness-related absences will require doctor's verification. Medical or family emergencies will be considered according to standard University policy.

Work missed for excused absences can be made up by appointment during office hours. Work missed for unexcused absences will receive a grade of zero.

One no-questions-asked absence will be allowed. Unexcused absences after this point will result in the lowering of a full letter grade for the semester. Three tardies will count as one unexcused absence. Any tardy later than twenty minutes will count as an unexcused absence.

*Instructors the right to make special accommodations for extenuating circumstances with regard to attendance, calendar, grading, or other policies. This document is subject to change. Please refer to the most recent version, found on Blackboard.*

## **PREPARATION POLICY**

1. You must bring all necessary materials to each class. Students are required to purchase the iReal Pro app for iOS, MacOS, or Android. Students are also required to bring lead sheets for any and all performances. Students are asked to bring a notebook to class for discussions and recording notes regarding performances and feedback.
2. You are permitted water for personal use during class, but no other food or drink will be permitted.
3. Personal electronic communication devices are not to be used during class, with the exceptions of assignments involving iReal and for recording their in-class performances.

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## **Office of Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

## **Financial Aid Satisfactory Academic Progress (Undergraduates)**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit <http://financialaid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

## **Financial Aid Satisfactory Academic Progress (Graduates)**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit <http://financialaid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

## **Academic Integrity**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

## **Student Behavior in the Classroom**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).